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ABSTRACT

This curriculum guide aims to facilitate teaching and learning in the area of personal/social behavior for exceptional children in grades K-12. The scope and sequence of the guide are intended to reflect the course of normal social development beginning with a focus upon the self, through the metamorphosis of the self into a social being. A major goal of the guide is to help teachers in assisting exceptional students to become socially competent, and thereby to develop the prerequisite personal and social skills necessary for successful adult/vocational adjustment. Content areas include: self-awareness, interpersonal relationships, self-concept, impulse control, manners, reasoning and judgment, task attention and completion, and leadership. The guide is organized by content area, and within each content area are listed behavioral objectives, task analyses, learning activities, and resource materials. Materials are coded for the appropriate grade level--elementary, middle school, or high school--and teacher materials are also listed. A list of assessment tools, books, films, filmstrips, games, kits, pictures and cards, puzzles, workbooks, worksheets, and other resources is included. The guide also presents the Jefferson County (Kentucky) public schools' philosophy, the board of education goals, and the exceptional child education philosophy and goals. (JDD)

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: PERSONAL/SOCIAL BEHAVIOR

1985

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: PERSONAL/SOCIAL BEHAVIOR

1985

JEFFERSON COUNTY PUBLIC SCHOOLS

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Superintendent

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SUPERINTENDENT'S MESSAGE

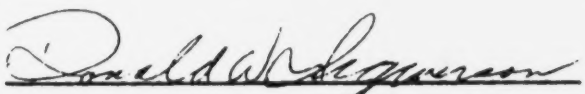
The Jefferson County Public Schools district strives with commitment to support all its students in their individual quest for excellence.

Four interrelated statements provide guidance and support to the district's staff in their efforts to achieve this worthy goal. These statements include the Jefferson County Public Schools Philosophy of Education, which promotes self-development in a free society; the Board of Education Goals, which encompass the community's educational values; the district's Program of Studies and curricular documents, which provide a common instructional focus; and the School-Based Annual Plans, which provide building-level commitments of human and material resources.

Achieving educational excellence requires a dynamic curriculum development process characterized by constant adjustment and change. This process involves a carefully planned and controlled cycle of assessment, development, and evaluation. To this end, the Department of Curriculum and Instruction has utilized assessment data, including professional staff opinion, community input, and results from the district's testing program to design guidelines for curricular documents used in the Jefferson County Public Schools.

While addressing achievement and mastery of specific skills and providing frameworks for district-wide instructional programs, these materials also provide considerable flexibility to local school staffs. These professionals know best how to teach, adapt, and enrich the curriculum as they work closely with their students.

Ultimately, the purpose of this document is to expand opportunities for school staffs to exercise their creativity and commitment in producing excellence among our students.



Donald W. Ingwerson, Superintendent
Jefferson County Public Schools

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Request for Reconsideration of Instructional Materials

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JEFFERSON COUNTY PUBLIC SCHOOLS PHILOSOPHY

WE BELIEVE . . .

That each person is of worth, is endowed with human dignity, is unique, and is entitled to respect as an individual.

That self-realization, self-discipline, quality in human relationships, and appreciation for one's cultural heritage are essential to the full development of the individual.

That the contributions of our diverse backgrounds--racial, ethnic, religious, social, economic, and political--are essential to the strength and richness of our society.

That the correlation of these backgrounds in our school system, both in curriculum and in practice, is necessary and essential to quality education.

That the freedoms guaranteed by the Constitution of the United States and by the Bill of Rights are essential to a democratic society and that all persons need to understand both the privileges and the responsibilities of citizenship.

That since we live in a changing world, all persons need to be prepared to meet, evaluate, and adjust to change creatively and intelligently.

That effective education comes from a responsible and mutual effort on the part of the school, the church, the family, and the community-at-large. This includes sharing in the determination of goals and in providing necessary resources.

That the school, student, family, and the community-at-large need to realize the significant role played by the other in the educative process.

That the public school is a fundamental part of our tradition and has a responsibility to the individual and the society in which we live.

WE BELIEVE THAT IT IS THE GOAL OF OUR SCHOOLS . . .

To provide education at the earliest appropriate age and to seek and identify the needs of each individual student on a continuing basis.

To provide the necessary tools and incentives to assure each student the highest quality of education.

To provide the necessary programs, training, and qualified and supportive personnel to motivate all students to achieve according to their individual learning patterns and rates of growth in order to realize their maximum potentials intellectually, economically, socially, culturally, and physically.

To provide a climate wherein the uniqueness of the cultures that each individual brings to the classroom setting is positively received.

To provide the structures, policies, and practices that reflect the multi-ethnic nature of our community through the composition of administrative staff, faculties, and student bodies.

WE BELIEVE . . .

That the philosophy of education of the Jefferson County Public Schools must be regularly reevaluated by the schools, students, parents, and the community-at-large.

BOARD OF EDUCATION GOALS

Staff will continue the commitment to provide an improved quality educational program and an integrated school system.

Students will master basic skills which include the areas of vocational, artistic, and computer education.

Employees' performance and job skills will be evaluated and the staff will be recognized for improved efficiency, productivity, and contributions.

Public information and community programs will be based on a comprehensive plan of open and honest communication to enhance community ownership.

Staff will operate a cost-effective school system designed around student needs.

PHILOSOPHY AND GOALS

Exceptional Child Education (ECE) Programs are designed to meet the needs of students whose approach to learning is different from that of their peers. The Jefferson County Public Schools is committed to providing a high quality education for handicapped students. ECE students follow the curriculum of the general education program, as appropriate, using special instructional techniques and materials as necessary. The ECE curriculum parallels many areas of the general education curriculum, emphasizing certain skills and adding others to meet the needs of the exceptional learner. ECE Programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living.

PURPOSE AND USE OF THE GUIDE

The purpose of the Exceptional Child Education curriculum is to facilitate teaching and, therefore, learning by providing a base level of information to be taught. The curriculum guides provide a framework of instruction for the exceptional learner. Each learner's specific needs should determine the curricular strands needed for successful progress. Activities, materials, and resources suggested to teach the steps of each objective are provided, but neither they, nor the objectives themselves, are intended to be the total learning experience for any student. Rather, the guide should be viewed as a point of origin for instruction with embellishments and refinements to be added by each Exceptional Child Education teacher. It is expected that Exceptional Child Education teachers will use the information within this guide to provide a consistent, district-wide structure for teaching students with special needs. However, each teacher's unique instructional style and the documented needs of students will contribute to the creation of a total environment conducive to learning.

The sequence in which skills are addressed and the amount of time devoted to an area will vary according to the needs of individual students and the goals established on their Individual Education Programs. Whenever possible, however, it is recommended that units of study in such content areas as science and social studies follow the general scope and sequence of the regular program. Teachers are also strongly encouraged to use general education curriculum guides as instructional resource material.

Each subject within the Exceptional Child Education curriculum has been arranged in a format comparable to the subjects in the general education curriculum. Identifying phrases listing the subject, strand, and learning head each page. Vocabulary words are listed, usually on each page. Major objectives progress down the left side of the page, usually in sequential order. Major steps in the task analysis of each objective are listed in the center of the page, while activities, materials, and resources for each step (or in some cases, for each objective) are aligned on the right side of each page.

Major objectives are keyed to the general education curriculum by denoting the grade levels at which these skills are introduced (I), mastered (M), reinforced (R), or tested (#). Some objectives are also keyed to assessment instruments such as the Brigance Diagnostic Inventory of Essentials Skills or the KeyMath Diagnostic Arithmetic Test. Grade levels are recommended for student materials: E = Elementary School, M = Middle School and H = High School. Teacher materials are coded as T. Teacher materials appropriate to only certain age students are dually coded, e.g., T-E, M.

SCOPE AND SEQUENCE

The scope and sequence of this guide is intended to reflect the course of normal social development beginning with a focus upon the self, through the metamorphosis of the self into a social being. For the purpose of this curriculum, a socially competent person is defined as one who is interdependent, aware of others and the interpersonal relationship existing between self and others, capable of controlling his/her impulses and delaying gratifications as appropriate to society's expectations.

Coupled with the information derived from studies of human development, reports from employers and rehabilitation counselors have yielded valuable data as to the areas within the personal-social realm which need to be addressed in this guide. These reports have attested to the critical role that social competence plays in job retention and job satisfaction. Reprimands and dismissals, for example, are often the result of interpersonal conflicts, a lack of dependability, and personal problems rather than a lack of skill in performing job objectives. Thus, a major goal of this guide is to help teachers in assisting exceptional students to become socially competent, and, thereby, to develop the prerequisite personal/social skills necessary for successful adult/vocational adjustment.

Social competence is a product of the many transactions an individual has with the social, psychological, and physical environment. These experiences build upon each other as the individual encounters different environments in the growth process, beginning with the relatively circumscribed environment of self and progressing to the ever-increasing complexities of the modern community. This curriculum is organized both horizontally and vertically to parallel these observations about social learning. Viewed within this context, maladaptive behavior can be viewed as a manifestation of a lack of basic social learnings and experiences and/or the existence of learnings and experiences that are inappropriate or antagonistic to the development of socially acceptable behavior.

An educational environment conducive to the implementation of this curriculum will treat adult-student and student-student transactions as basic mechanisms through which the objectives of social learning can be accomplished. These transactions must be systematically arranged, monitored, and evaluated. Social learning will occur throughout the entire school day, varying according to the people involved in the transactions and the settings in which they occur. Because social learning progresses through successive and increasingly complex environments, the teacher should understand and plan for transactions with people occupying positions outside the school environment, including the student's family, neighborhood, and community. Transfer of social skills may not occur in these settings unless systematic procedures are applied to ensure its occurrence.

OBJECTIVES

1. Responds to various sensory stimulation.
2. Identifies five senses and sources of sensory stimulation.
3. Acts appropriately in various environmental settings.
4. Responds to tactile-kinesthetic stimulations.
5. Imitates simple actions.
6. Identifies body parts and their functions.
7. Responds to name.
8. States whole name.
9. Provides personal information.
10. Responds to familiar persons.
11. Shows affection appropriately.
12. Interacts with certain peers as friends.
13. Plays near others.
14. Engages in cooperative play.
15. Initiates play with others.
16. Plays structured games involving rules.
17. Plays competitive games involving rules.
18. Conforms to stated and implied rules of conduct.
19. States own name to introduce self.
20. Exhibits appropriate caution when approached by a stranger.
21. Takes part in peer group activities.
22. Respects own and others' property.
23. Apologizes when actions/or words have injured others.

24. Takes responsibility for own actions and feelings.

25. Identifies the merits of personal organization.

26. Keeps living space in order.

27. Attends school on regular basis according to mandated requirements.

28. Recognizes own abilities and weaknesses.

29. Puts own strengths and weaknesses into proper perspective.

30. Compares view of self with the way others see him/her.

31. Finds satisfaction in solitary activities.

32. Relates effectively within a group.

33. Sees self as a contributor to society.

34. Refrains from self-destructive behaviors.

35. Controls motor impulses in educational settings.

36. Refrains from disruptive actions in social settings.

37. Refrains from inappropriate verbal outbursts.

38. Works/plays quietly without disturbing others.

39. Verbalizes feelings/ideas in acceptable manner.

40. Refrains from moodiness.

41. Handles emotions in socially acceptable manner.

42. Exhibits appropriate sense of humor.

43. Handles only own food and drink using correct utensils.

44. Chews and swallows quietly with lips closed.

45. Eats, drinks, and cleans up appropriately in all settings.

46. Remains quiet while others are talking.

47. Speaks using appropriate volume, pitch, and tone.

48. Uses telephone and carries on simple conversations in various settings.

49. Is courteous in home setting.

50. Is courteous in educational/structured settings.

51. Is courteous in varied social settings.

52. Makes sound or action to elicit positive responses.

53. Determines possible effect for a given cause.

54. Explains meanings of morals, fairy tales, fables, and proverbs.

55. Analyzes the effects of emotion on reasoning.

56. Starts task at assigned time.

57. Follows simple series of directions.

58. Completes task and checks own work.

59. Organizes approach for task.

60. Remains on task for specified period of time.

61. Uses free time profitably.

62. Adapts readily to new situations.

63. Displays tolerance for characteristics different from own.

64. Accepts authority.

65. Listens attentively to others.

66. Expresses ideas clearly.

67. Makes positive statement about qualities and accomplishments of others.

68. Recognizes a need for action and responds appropriately.

69. Seeks input from alternative sources.

70. Negotiates an impasse between others.

STRAND Self-Awareness

LEARNING Awareness of Environment

VOCABULARY: see, hear, touch, taste, smell, senses

OBJECTIVE	TASK ANALYSIS
Responds to various sensory stimulation.	1. Responds to multisensory stimulation consistently.
	2. Responds to unisensory stimulation consistently.
Identifies five senses and sources of sensory stimulation.	1. Labels the senses.
	2. States sources of sensory stimulation.
	3. Describes reactions of senses when stimulated.
	4. Identifies processes for discovering or learning about environments using senses.
	5. Identifies barriers to learning when one or more sense is impaired.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Stimulate the students with varied sensory input.	Large brightly colored objects
Involve the students in play activities that permit visual, auditory, tactile, olfactory and gustatory sensory responses. Point out environmental stimuli as they occur naturally, e.g., sounds of a passing car horn, the absence of light when lights are turned off, the taste of candy treats.	Bell, light Feather, bubbles Air fresheners Candy, fruits
Indicate and label five body parts that receive sensory stimulation.	Flash cards Posters Puzzles
Conduct discussion and list items that stimulate various senses.	Chalkboard Charts
Conduct group discussion. Use Sensory Stimulation Kit (American Printing House).	Charts Sensory Stimulation Kit. (School for the Blind) (E)
Discuss environments: personal, family or home, school, social, and community (earth as part of universe).	Field trips Posters
Discuss handicapping conditions and methods of compensating.	Posters **Puppets:** Kids on the Block. (E, M) New Friend's Dolls. (Field School) (E, M)

STRAND Self-Awareness

LEARNING Awareness of Environment

VOCABULARY: moods, emotions, handicaps

OBJECTIVE	TASK ANALYSIS
Acts appropriately in various environmental settings.	1. Displays various reactions, physical or emotional, to home, school and social settings.
	2. Responds differentially to various environments.
	3. Demonstrates appropriate behaviors in various settings.
Responds to tactile-kinesthetic stimulation.	1. Responds to movement of body parts by others.
	2. Touches or moves body parts independently.
Imitates simple actions.	1. Imitates adult movements when physically prompted.
	2. Imitates adult movements when verbally prompted.
	3. Imitates simple actions on request using body parts.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss a variety of settings which typically evoke different moods, e.g., dentist's office, circus, funeral home, birthday party.	Schrank, Jeffery. Teaching Human Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press, 1972. (T, EMH)
Discuss moods and emotions, including their impact at both the conscious and unconscious levels.	**Pictures:** Moods and Emotions. (EMH)
Provide pictures of specific settings and pictures of facial expressions. Have students match.	
Keep anecdotal notes of students' reactions in different settings.	
Conduct class discussion of socially acceptable behaviors in settings, e.g., park, classroom, gym, store.	Observation log
Reinforce appropriate behaviors observed in school settings.	
Play Pat-a-Cake or other games.	
Maintain observation log of student.	
	Mirror Posters Dolls
Move student's arms, legs, hands, feet.	
Request student to move own body parts.	
Model the following and ask students to imitate. Point to major facial features on self; to extremities such as arms, legs; and then to finer facial features such as teeth, hair, tongue.	

STRAND Self-Awareness

LEARNING Awareness of Physical Self

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Identifies body parts and their functions.	1. Responds to own image in mirror.
	2. Discriminates body parts according to size and position on body.
	3. Copies simple drawings to represent major extremities.
	4. Draws picture of self.
	5. Identifies major internal body organs and their functions.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Give students opportunity to view self and others in mirror.	Mirrors
Provide puzzle pieces to construct a human figure.	**Kits:** Peabody Language Development Kit. Circle Pines, MN: American Guidance Service, 1982. Developing Understanding of Self and Others (DUSO), Kit I. Circle Pines, MN: American Guidance Service, 1982. **Puzzle:** Body Image Puzzle. P.L.D.K. Kit, Level P.
Supply pictures and drawings for students to copy.	Pictures, paper, pencils, crayons
Give simple verbal request for student to draw picture of self and include familiar major extremities and facial features.	Paper, pencils, crayons
Have students identify on their own bodies the location of major organs.	Pictures of internal organs and systems, e.g., skeletal, muscular
Have students exert themselves physically and then indicate awareness of how their heart and lungs reacted to the induced stress.	
Discuss other bodily reactions in settings or to emotions, e.g., heart pounds and pupils dilate with fear; skin tone turns pale or red in times of fear, embarrassment, or rage; stomach pangs when hungry; hands perspire when nervous.	

STRAND Self-Awareness

LEARNING Communication of Personal Information

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Responds to name.	1. Looks in direction of sound.
	2. Smiles when name is identified by sound or sight.
	3. Responds consistently when name is presented.
States whole name.	1. Responds to name.
	2. Imitates own name when stated by other.
	3. States first name on request.
	4. States whole name on request.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Call student's name. Reinforce student's response when name is called. Say hello/good-bye to each student by name.	Reinforcers
Encourage various responses to name when presented by various stimuli, e.g., makes eye contact, smiles, raises hand, nods head.	Reinforcers
Encourage students to echo name when stated. Play echo game. Instruct students to point to self when asked and state own familiar name when requested. Instruct student to state formal or legal whole name when requested.	Teaching machines, e.g., Language Master. (R) Voxcom. (R) Mirror
Hold up individual photograph of each student. Have student depicted rise and state own name in a full sentence.	Pictures of students

STRAND Self-Awareness

LEARNING Communication of Personal Information

VOCABULARY: personal information

OBJECTIVE	TASK ANALYSIS
Provides personal information.	1. States whole name. 2. States sex, age, birth date on request. 3. States names of parents, siblings, and friends. 4. States address and phone number. 5. States name of school and grade. 6. States parents' place of employment or phone number (alternative contact) to be used in emergency situations.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Provide personal information sheets for students; practice matching data entries with information requested; use rebus symbols, if necessary, to indicate information requested.	Information sheets Reinforcers
Role play job interviews, using office, store, park, community personnel. Video tape and discuss.	Video tape and video tape recorder
Conduct practice for students in unfamiliar community settings and with unfamiliar people in these settings, i.e., police, store, hospital.	

STRAND Interpersonal Relationships

LEARNING Interaction with Familiar Persons

VOCABULARY: signs of affections

OBJECTIVE	TASK ANALYSIS
Responds to familiar persons.	1. Identifies familiar persons through sight or sound by responding with body movement.
	2. Recognizes presence of familiar persons.
	3. Recognizes certain persons as authority figures.
Shows affection appropriately.	1. Demonstrates acceptable physical signs of affection such as hugs, pats, or kisses.
	2. Demonstrates appropriate signs of affection for familiar persons consistently.
	3. Accepts appropriate signs of affection from familiar persons.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Observe the following student behaviors: Being quiet when caressed Looking up when a person enters the room Returning smiles Reaching for familiar persons Demanding personal attention by making noise	Glover, M. Elayne. Early Learning Accomplishments Profile (E-LAP). Winston Salem, NC: Kaplan Press, 1978. Behavior Log
Present pictures of: parents, caretakers, co-workers, immediate family members, extended family members, friends, teachers.	Pictures
Observe responses of students.	Behavioral log
Conduct class discussion regarding roles of principals, police, judges.	
Discuss signs of affection. Role play signs of affection. Observe students in classroom. Hold party with family members.	**Filmstrip:** Understanding Your Feelings. (E)
Monitor and reinforce giving and receiving appropriate affection with classmates, teachers, and parents.	Dolls (E) Posters (E) Puppets (E) Pictures (E)
Record behavior of students in various settings; request parental involvement as appropriate.	Behavioral log

STRAND Interpersonal Relationships

LEARNING Interactions with Familiar Persons

VOCABULARY: Signs of affection

OBJECTIVE	TASK ANALYSIS
Shows affection appropriately. (Continued)	4. Discriminates between appropriate and inappropriate signs of affection from others towards self.
Interacts with certain peers as friends.	1. Acquires attention from peers in appropriate way.
	2. Interacts verbally with peers.
	3. Initiates play with one or two others.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Discuss and role play: appropriate signs of affection from familiar persons; inappropriate signs of affection from familiar persons; appropriate signs of affection from unfamiliar persons; inappropriate signs of affection from unfamiliar persons.	Materials from Exploited and Missing Child Unit, Department of Human Services Parents Anonymous
Invite familiar and unfamiliar persons to class and observe student behavior; observe student in community settings.	Field trips within the community
Discuss attention-seeking behavior in contrived and real settings. Role play attention-seeking behavior and demonstrate alternative behaviors.	Palomares, Uvaldo. The Magic Circle: Human Development Program. Spring Valley, CA: Palomares and Associates, 1972. (E) Team games and sports
	Sanford, Anne. Learning Accomplishment Profile (LAP). Winston Salem, NC: Kaplan Press, 1974. (E)
	Behavioral log
Practice verbal interactions in contrived settings. Observe these interactions in daily settings.	Teacher/parent observation log
Discuss and role play techniques for initiating play. Provide opportunities in daily living to initiate play.	**Filmstrips:** Being Friends. (E) Making and Keeping Friends. (E)

STRAND Interpersonal Relationships

LEARNING Interactions with Familiar Persons

VOCABULARY: Signs of affection

OBJECTIVE	TASK ANALYSIS
Interacts with certain peers as friends. (Continued)	4. Shares objects, time, and self with others.
	5. Cooperates within a group setting.
	6. Avoids pressure from friends that promotes inappropriate behaviors.

STRAND Interpersonal Relationships

LEARNING Playing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Plays near others.	1. Entertains self in isolation without adult initiation.
	2. Plays near others without disrupting their play.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss, role play, and encourage students to use skills in daily situations, e.g., scouts, community clubs.	Various class objects and toys Flannel graph kit Behavioral log
Discuss group cooperation with class and individual students. Provide opportunities for cooperative interaction in a group.	TV broadcasts from KET Palomares. Magic Circle. (E)
Conduct class discussion on peer pressure. Use scenarios to illustrate appropriate and inappropriate strategies for handling peer pressure.	
Observe students in various settings where isolated entertainment is appropriate.	Games, puppets, books, records appropriate for age and ability of student
Discuss and provide opportunities for play. Reinforce appropriate behavior.	Behavioral log Reinforcers

STRAND Interpersonal Relationships

LEARNING Playing

VOCABULARY: signs of affection

OBJECTIVE	TASK ANALYSIS
Engages in cooperative play.	1. Plays near others appropriately.
	2. Plays with others.
	3. Shares objects with others.
	4. Displays good sportsmanship in competitive situations.
	5. Conforms to group decisions despite personal disappointment or disagreement.
	6. Engages in cooperative play with ability to share planning, responsibility, turn, and equipment.
Initiates play with others.	1. Plays alone.
	2. Interacts with others appropriately when given the opportunity.
	3. Initiates play with others and interacts appropriately-- a. with prompting b. without prompting

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Provide opportunities for students to play. Keep logs of observations.	**Kit:** DUSO. Kit I. (EM) Scripts for people and puppets (EM) Behavioral log **Cards:** Point of View Cards. (EMH)
Conduct class discussion; role play; provide scenarios for each activity.	**Kit:** Toward Affective Development (TAD). Circle Pines, MN: American Guidance Service, Inc., 1974.
Observe and reinforce conformity to group decisions.	Palomares. Magic Circle. (E)
Provide play experiences.	Sensitivity Cards. (EMH)
Provide opportunities for isolated play using-- a. toys or games b. own imagination without toys or suggestions.	Games or toys (age appropriate) Puppets Mirrors
Observe and record behavior, i.e., in school, neighborhood, and unfamiliar settings.	Computerized instructional devices such as Speak n' Spell; Instructo Robot; Touch n' Tell (EMH) Behavioral log

STRAND Interpersonal Relationships

LEARNING Following Rules

VOCABULARY: rules

OBJECTIVE	TASK ANALYSIS
Plays structured games involving rules.	1. Follows rules for independent play activities. 2. Follows stated rules while playing with others: a. Relates rules for play prior to beginning game. b. Takes turns. c. Shares equipment and time equally. d. Complies with the rules of the game.
Plays competitive games involving rules.	1. States rules necessary for game. 2. Complies with stated rules of game. 3. Selects partner according to ability levels of each person.
Conforms to stated and implied rules of conduct.	1. Discusses stated and implied rules of conduct within some school and community settings. 2. Exhibits appropriate conduct following stated and implied rules in various settings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Provide opportunity for play activities and rules necessary for the games.	Ability and age appropriate games
Present rules and observe student behavior:	Electronic and conventional parlor games
a. Listens and confirms rules for play.	
b. Conduct relay races with students waiting to be touched before taking turn(s).	Equipment for games
c. Observe and document.	Behavioral log
Present rules for games--basketball, tennis, soccer, baseball, volley ball.	Competitive games needing rules
Provide opportunities to observe and intervene when needed; reinforce for compliance.	
Conduct class discussion. Prepare sociograms. Observe and record student selections.	Charts Sociograms Behavioral log
Conduct class discussion on topic of stated and implied rules.	
Observe students in settings such as on public bus, in restaurant, store, library.	Field trips Money

STRAND Interpersonal Relationships

LEARNING Following Rules

VOCABULARY: rules

OBJECTIVE	TASK ANALYSIS
Conforms to stated and implied rules of conduct. (Continued)	3. Discusses natural consequences of not following rules of conduct.
	4. Conforms to stated and implied rules of conduct.

STRAND Interpersonal Relationships

LEARNING Interaction with Unfamiliar Persons

VOCABULARY: stranger

OBJECTIVE	TASK ANALYSIS
States own name to introduce self.	1. Recognizes name auditorily, visually, or tactilely.
	2. Provides own name upon request.
	3. States own name to introduce self.
Exhibits appropriate caution when approached by a stranger.	1. Exhibits consistent recognition and appropriate interactions with familiar persons.
	2. Exhibits recognition of unfamiliar persons and appropriate lack of interaction.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Discuss and clarify rules and consequences for each of the following situations: Presence/absence of teacher Methods for questioning unjust rules Unexcused absence from school Shoplifting Damaging property	Charts for rules Local Laws **Filmstrip:** Two Sides to Every Story Series. (EM) Field trips Films Filmstrips
Present student's name using audio tape, braille, print, other media.	Teaching machines Tape recorder
Record student's verbal introduction of self to school guests.	Guests in school Field trips
Model appropriate greetings: "hellos," other verbal or signed conversational greetings, hugs, handshakes.	Posters
Provide media to simulate class discussions and simulations with unfamiliar persons. Observe behavior in community settings.	Posters Discussion cards KET programs Various unfamiliar persons coming into room Field trips

STRAND Interpersonal Relationships

LEARNING Interaction with Unfamiliar Persons

VOCABULARY: stranger

OBJECTIVE	TASK ANALYSIS
Exhibits appropriate caution when approached by a stranger. (Continued)	3. Recognizes dangers of familiar interactions with unfamiliar persons.
	4. Demonstrates appropriate caution when interacting with strangers.
Takes part in peer group activities.	1. Distinguishes between a "group" and a "crowd."
	2. Identifies guidelines, rules, and constraints of a group.
	3. Interacts in groups varied in size and structure.
	4. Exhibits shared responsibility for classroom/school materials and properties used by the group.
	5. Takes part in peer group activities.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
	Films, posters
Discuss taking rides, drugs, candy from unfamiliar persons.	Resource persons: Jefferson County Police Officers
Discuss dangerous situations presented in media.	Films Posters
Role play various interactions outside classroom setting.	**Filmstrips:** Belonging to a Group. (EM) Self Discovery. (EM)
Discuss meaning of group membership.	
Provide chart of rules. Discuss guidelines, methods of joining in an ongoing group, methods of organizing a group.	
Provide opportunities for group interactions in-- Small structured groups Large structured groups Small unstructured groups Large unstructured groups.	Behavioral log
Video tape and discuss procedures for improving interaction in a group.	Video tape recorder/player
Establish rules and consequences for use of materials belonging to the group.	
	Community, age-appropriate groups
Encourage membership in Scout groups, Tee Ball clubs, extracurricular groups.	

STRAND Interpersonal Relationships

LEARNING Personal Responsibility

VOCABULARY: property, apologize

OBJECTIVE	TASK ANALYSIS
Respects own and others' property.	1. Identifies ownership of given properties. 2. Discusses respect for own property: a. replacing items after use b. general maintenance and care of items c. consequences for not caring appropriately for properties. 3. Demonstrates respect for others' property-- a. Obtains permission to borrow another's property b. Returns borrowed items in same or better condition. 4. Demonstrates respect for own and others' property.
Apologizes when actions/or words have injured others.	1. Demonstrates awareness of others' feelings. 2. Demonstrates awareness of the effects of one's behavior/ motives on another. 3. Demonstrates a sense of regret in hurting another's feelings. 4. Relates appropriate behavioral alternatives for expressing regret upon hurting another's feelings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Direct students to label their personal property.	Markers for students' property
List and demonstrate proper way to maintain own property.	Parent log
Provide opportunities to demonstrate proper ways to use stated property of teacher, siblings, parent.	
Reinforce positively when respect is shown for property.	
Discuss with the class role play and responding to others' feelings.	Palomares. Magic Circle. (E) Pictures of Emotions from TAD. (EM)
Discuss and role play with the class.	**Cards:** Story cards from DUSO. (E) Sensitivity Cards. Point of View Cards. (EMH)
Discuss and role play with the class. Observe and document.	
Discuss and role play with the class ways to express regret. Observe and document.	Palomares. Magic Circle. (E) **Kit:** TAD. (E) Behavioral log

STRAND Interpersonal Relationships

LEARNING Personal Responsibility

VOCABULARY: apologize

OBJECTIVE	TASK ANALYSIS
Takes responsibility for own actions and feelings.	1. Identifies own feelings.
	2. Identifies sources of feelings.
	3. Identifies appropriate outlets or responses to feelings.
	4. Identifies consequences of responses to feelings.
	5. Takes responsibility for own actions and feelings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Help the class to develop lists of words to express feelings/emotions.	
Conduct discussion (group and individual).	Palomares. Magic Circle. (E)
Conduct discussion (group and individual) of responses to feelings.	Sprick, Randall. The Solution Book. Palo Alto, CA: SRA, 1981. (EMH)
Provide opportunities to express various responses and consequences for feelings, e.g., ability to refuse another's request. Conduct a role play and discussion.	

STRAND Self-Concept

LEARNING Personal Organization

VOCABULARY: order, organization, truancy

OBJECTIVE	TASK ANALYSIS
Identifies the merits of personal organization.	1. Differentiates between order and disorder: a. in the environment b. in thought processes 2. Identifies the consequences of order vs. disorder.
Keeps living space in order.	1. Exhibits basic organizational skills for material possessions. 2. Recognizes natural consequences for maintaining order of material possessions. 3. Keeps living space in order.
Attends school on regular basis according to mandated requirements.	1. Identifies the mandated requirements for school attendance. 2. Explains the consequences for school absences. 3. Attends school on regular basis.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss cluttered rooms and "cluttered expression."	
Emphasize clarity and conciseness of expression.	
Explore the meaning of the axiom "A stitch in time saves nine."	
Discuss how personal organization saves time, money, energy, and prevents mishaps.	
Have each student identify one aspect of his/her personal life that is not well-organized and name strategies that could be applied to improve it.	
Practice categorizing and organizing various materials by-- Color Size Shape Content area Function	Shelves, storage containers Items to be categorized
Develop a list of consequences.	
Observe and record condition of student's living space.	Parent report
Discuss requirements.	List of requirements
Discuss truancy procedures, grades, time out, make-up work.	List of possible consequences
Develop an incentive program using reinforcers for regular attendance.	Reinforcers

STRAND Self-Concept

LEARNING Understanding of Self

VOCABULARY: personality, apathy, shyness, motivation, artistic, musical, leadership, strengths, weaknesses

OBJECTIVE	TASK ANALYSIS
Recognizes own abilities and weaknesses.	1. Recognizes own general strengths and weaknesses: a. physical capabilities b. intellectual capabilities c. personality.
	2. Formulates statements regarding strengths and weaknesses of others: a. physical b. intellectual c. attitudinal.
	3. Demonstrates recognition of own abilities and weaknesses a. physical b. intellectual c. attitudinal.
Puts own strengths and weaknesses into proper perspective.	1. Evaluates strengths and weaknesses seen in others: a. behavioral b. physical c. intellectual.
	2. Compares self to others on given qualities.
	3. Evaluates differences between self and others.
	4. Puts own strengths and weaknesses into proper perspective.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Develop and use vocabulary to express personality, physical capability, and intellectual skills.	**Kits:** Peabody Language Development Kit. (E)
Discuss the meaning of the following terms as they apply to TV or literary personalities: Apathy Shyness Motivation Non-motivation Artistic ability Musical ability Leadership	Inner Change: A Journey into Self-Learning Through Group Interaction. Palomares and Associates, 1977. (M, H) DUSO Kits I and II. (E) Palomares. Magic Circle. (E) **Kit:** Lollipop Dragon Adventures in Self-Awareness: The Me I Can Be. Chicago Society for Visual Education, 1976. (E, M)
Lead students in completing a self-rating scale in which they rate themselves (individually and privately) from 1 to 10 on various personality characteristics. Have students transfer data to a bar graph.	
Role play the perception of author's strengths and weaknesses (use a known TV or literary character). Have students compare self to others, e.g., Abraham Lincoln, Darth Vader, Mr. T., Michael Jackson.	**Kits:** TAD. (E) Peabody Kit. (E) DUSO Kit I. (E) Lollipop Dragon Adventures in Self-Awareness: The Me I Can Be. (E, M)
Conduct class discussion.	**Workbook:** Got to Be Me. (E, M)
Confer with individual students concerning the results of rating scale completed in previous activity.	

STRAND Self-Concept

LEARNING Understanding of Self

VOCABULARY: value, attitude

OBJECTIVE	TASK ANALYSIS
Compares view of self with the way others see him/her.	1. Identifies acceptable ways of handling praise and criticism.
	2. Listens to others' views of self.
	3. Formulates view of self including values and attitudes.
	4. Profits from constructive criticism by peers and adults.
	5. Compares view of self with the ways others see him/her.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Role play various situations.	Schwarzrock, Shirley. Coping with Series. Circle Plains, MN: American Guidance, 1984. (MH) Palomares. Magic Circle. (E) Bale, Geraldine. Inner Change. Palomares and Associates, 1977. (M-H) **Filmstrips:** Like You, Like Me Series. (E) Healthy Feelings Series. (EM) **Kit:** Lollipop Dragon--The Me I Can Be.
Have students formulate positive, supportive statements about specific qualities they appreciate in each of their classmates. Encourage the recipient of each compliment to respond appropriately.	
Consult school guidance counselor for other appropriate activities or rating scales.	

STRAND Self-Concept

LEARNING Membership in Society

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Finds satisfaction in solitary activities.	1. Recognizes own self-worth and develops positive self-image.
	2. Identifies available resources and activities for solitude.
	3. Engages independently in creative solitary activities without needing reinforcement from others.
Relates effectively within a group.	1. Lists qualities necessary for group interaction.
	2. Exhibits awareness of personal qualities that would enhance a group.
	3. Relates the feeling or sense of belonging to and being a part of a group.
	4. Describes antisocial behaviors and their effects on the group.
	5. Defines roles within groups and groups' roles within society.
	6. Relates effectively within a group.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

ACTIVITIES	MATERIALS
Provide for self-evaluation; conduct class discussion.	Palomares. Magic Circle. (E)
Visit community resources; make chart of available resources according to age-appropriateness in various settings.	Simon, Sydney. Values Clarification. Reading, MA: Addison-Wesley, 1978. (T) **Kits:** TAD. (E) Inner Change. (M, H) **Filmstrips:** Values--Right or Wrong Series. (E, M, H)
Observe students in creative, solitary activities.	Behavioral logs (E, M, H)
Discuss the qualities needed for group interaction.	**Kits:** Peabody Language Development. (E) DUSO. Kit I (E) TAD. (E, M, H)
Provides opportunities for participation in group activities.	**Cards:** Problem Solving Cards. (M, H)
Have students role play various types of behaviors within different group settings.	Program selections from K.E.T. (E, M, H) **Filmstrips:** Succeeding in a Group. (E, M)
Encourage students to practice being an effective member of a group or a variety of groups.	Behavioral log

STRAND Self-Concept

LEARNING Membership in Society

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Sees self as a contributor to society.	1. Comprehends concept of society and factors that make society operate.
	2. Evaluates self as having qualities that contribute to society.
	3. Makes contributions to society.
	4. Sees self as a contributing member of society.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss community structure using filmstrips, field trips, and resource persons brought to the classroom.	**Filmstrips:** World of Our Own Series. (E) Resource persons as speakers
Provide opportunities for students to examine personal qualities which have a positive impact on society and those which have negative impact.	ECE Skills Continuum K-12. (Citizenship, Sociology) Louisville, KY: Jefferson County Public Schools, 1983.
Make students aware of potential opportunities to volunteer in the community.	Field trips to community agencies
Encourage student participation in community service.	Pamphlets/brochures from various agencies Representatives from various community agencies

STRAND Impulse Control

LEARNING Physical Self-Restraint

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Refrains from self-destructive behaviors.	1. Distinguishes between self-destructive and self-nondestructive behaviors.
	2. Ceases self-destructive behaviors.
	3. Identifies appropriate substitute behaviors.
	4. Uses substitute behaviors and generalizes behaviors across various settings.
Controls motor impulses in educational settings.	1. Discriminates between appropriate and inappropriate motor impulses in educational settings.
	2. Recognizes own rights, space, and responsibilities.
	3. Recognizes others' rights, space, and responsibilities.
	4. Demonstrates appropriate behavior in various school settings.
	5. Controls motor impulses in educational settings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Observe and record such activities as: hitting, biting, head banging, body banging, nail biting, substance abuse, chronic moodiness.	Stopwatch Timers Behavioral log/charts
Reinforce students for appropriate behaviors. Extinguish inappropriate behaviors.	
Provide stimulating activities that will include gross and fine-motor skills, sensory stimulation, and such.	Athletic activities Games, puzzles, building blocks
Provide models of appropriate behaviors in various settings.	Palomares. Magic Circle. (E)
Discuss coping with pressure and stress; reinforce as needed.	**Kits:** Inner Change. (M, H)
Observe and reinforce appropriate behavior in classroom, hallway, itinerant rooms, library, office, playground, lockers, buses.	Reinforcers Behavioral logs/charts Contingency contracts
Monitor student inhibitions and reinforce appropriate behavior.	Charts/logs/contracts

STRAND Impulse Control

LEARNING Physical Self-Restraint

VOCABULARY: coping

OBJECTIVE	TASK ANALYSIS
-- Refrains from disruptive actions in social settings.	1. Develops a knowledge of acceptable social behaviors in various settings.
	2. Discriminates between appropriate and disruptive behaviors in social settings.
	3. Uses appropriate behaviors in social settings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss and let students role play: field trips, home, school, community settings. Video tape and evaluate.	Video-tape equipment Field trips
Practice crossing streets, riding bikes, shopping, riding buses, eating in a restaurant, and other social activities.	
Describe and let students role play methods for gaining/giving attention from/to adults, peers. Video tape the role playing and evaluate.	Video-tape equipment
Discuss coping with stressful situations: death, divorce, moving, criticism, punishment--justified and unjustified--discuss how disruptive behavior may be indicative of lack of coping with these situations.	

STRAND Impulse Control

LEARNING Verbal Self-Restraint

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Refrains from inappropriate verbal outbursts.	1. Discriminates between appropriate and inappropriate verbal expressions.
	2. Gains attention in through appropriate verbal expressions.
	3. Uses appropriate verbal expressions in various settings as a substitute for inappropriate outbursts.
Works/plays quietly without disturbing others.	1. Identifies appropriate behavior within a particular work/play situation.
	2. Discriminates between acceptable and unacceptable work/play behaviors.
	3. Uses cooperative work/play behaviors in interacting with others.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

SUBJECT Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss what are appropriate expressions. Role play various situations and video tape or audio tape. Help the student to distinguish between appropriate and inappropriate expressions.	Audio tape recorder Video equipment
Observe, rehearse, and log behavior.	Contracts Charts Tape recorders Audio and video tape
Provide opportunities and differentially reinforce appropriate verbal expressions.	Diaries, logs
Discuss appropriate behaviors within given settings.	**Kits:** TAD. (E) Inner Change. (H) Palomares. Magic Circle.
Role play behaviors within given settings.	Behavior log/charts
Observe videos of appropriate behaviors in various settings. Discuss and evaluate the video tape.	Contingency contracts Video-tape equipment Tapes

STRAND Impulse Control

LEARNING Verbal Self-Restraint

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Verbalizes feelings/ideas in acceptable manner.	1. Identifies variety of feelings/ideas.
	2. Identifies means of expressing various feelings.
	3. Identifies own feelings/ideas in various situations.
	4. Identifies socially acceptable means for expressing feelings/ideas.
	5. Uses appropriate expressions of feelings/ideas.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
list of attitudes, moods.	**Filmstrips:** Understanding Your Feelings. (EM) Word List Charts Posters TV shows
Discuss ways to express various feelings, e.g., shout, cry, laugh, throw something, strike back, leave the room.	Palomares. Magic Circle. (E, M) Self-evaluation or rating scales
Conduct a discussion with individuals or in group settings concerning their feelings.	Diary or anecdotal records
Discuss acceptable methods of handling name-calling, teasing, or provoked anger.	**Kits:** Making Sense of Our Lives. (M, H) Effective Communication. (M, H) **Cards:** Problem Solving Cards.
Observe and record target behavior.	Behavior logs/charts

STRAND Impulse Control

LEARNING Self-Control/Emotions

VOCABULARY: self-control, humor, sarcasm

OBJECTIVE	TASK ANALYSIS
Refrains from moodiness.	1. Identifies moods of self and others.
	2. Identifies preceding events that cause mood changes.
	3. Tolerates a reasonable degree of frustration.
	4. Adjusts to changes in moods.
Handles emotions in socially acceptable manner.	1. Identifies socially acceptable means of handling emotions.
	2. Monitors emotionality in a variety of settings.
	3. Exhibits emotional self-control in appropriate manner.
Exhibits appropriate sense of humor.	1. Recognizes humorous situations.
	2. Distinguishes appropriate and inappropriate humor.
	3. Uses humor appropriate to different situations.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Request students to identify various moods; list moods: happy, grumpy, sad, angry, other.	Palomares. Magic Circle. (E)
Discuss with students hypothetical personal experiences that may cause changes in moods.	Kit: Inner Change. (M, H)
Monitor, observe, and help students to self-evaluate.	Behavioral log
Observe mood changes and administer a self-evaluation.	Behavioral log/contracts
Discuss various ways to handle emotions in social situations.	Checklists
Observe and record; provide for self-checking.	Behavioral log/charts
Provide for self-checking and peer checking; observe and record results.	Behavioral log/charts Contingency contracts
Instruct students to identify characteristics of events that cause them to be humorous.	
Discuss and role play humor appropriate to various situations.	Palomares. Magic Circle. (E)
Observe and record students' use of humor. Discuss "humor" vs. "sarcasm."	Kit: Inner Change. (M, H)

STRAND Manners

LEARNING Mealtime Etiquette

VOCABULARY: food, drink, spoon, fork, knife, plate, cup, glass

OBJECTIVE	TASK ANALYSIS
Handles only own food and drink using correct utensils.	1. Discriminates between own food, drink, utensils, and space and that of others.
	2. Handles only own food, drink, and utensils.
	3. Remains in own space with correct situational posturing.
	4. Identifies proper utensils needed to handle food and drink.
	5. Manipulates utensils correctly to feed self and to drink.
Chews and swallows quietly with lips closed.	1. Places or takes food in mouth.
Eats, drinks, and cleans up appropriately in all settings.	1. Handles only own food and drink.
	2. Chews and swallows quietly with lips closed.
	3. Uses appropriate tone of voice and conversation at table.
	4. Eats and drinks appropriately at home, school, and in public situations.
	5. Cleans own space and appropriately disposes of trash and utensils.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss and encourage students to practice in daily situations.	Food and utensils Napkins Dishes
Observe and record behaviors in eating.	Behavioral log/chart
Observe and reinforce appropriate eating behavior.	**Film:** Good Eating Habits. (E)
Model and observe use of correct utensils.	Food and utensils Pictures
Provide practice time.	
Have students practice eating without talking; practice conversing and eating simultaneously.	Food and utensils Large mirror
Discuss mealtime etiquette; model, and provide practice.	Reinforcers Food, drink Utensils
Reinforce appropriate eating and drinking behaviors.	Large mirror for student feedback
Encourage students to practice appropriate voice tone at meals. Tape record their conversations at table.	Audio tape recorder Tape
Discuss appropriate social behavior before a trip. Provide opportunity for practice in community, e.g., field trip to restaurant, cafeteria.	Field trip
Observe and record target behavior.	Behavioral log/chart

STRAND Manners

LEARNING Communicating

VOCABULARY: volume, pitch, tone, telephone, messages

OBJECTIVE	TASK ANALYSIS
Remains quiet while others are talking.	1. Distinguishes appropriate times to be quiet and to talk.
	2. Avoids physical movement while others are talking.
	3. Attends to the person talking.
	4. Takes turns in conversation.
Speaks using appropriate volume, pitch, and tone.	1. Discriminates between appropriate and inappropriate volume, pitch, and tone in various settings.
	2. Applies learned speech skills in daily living settings.
Uses telephone and carries on simple conversations in various settings.	1. Identifies bell stimulus to answer phone.
	2. Removes receiver and holds phone.
	3. Verbalizes appropriate telephone responses.
	4. Identifies inappropriate telephone usage and verbalizations.
	5. Demonstrates good telephone manners.
	6. Uses good telephone conversation skills.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Observe and reinforce positive behavior.	Behavioral log reinforcers
Discuss rules of talking; model conversational etiquette.	Chart of attending behaviors
Develop natural consequences for non-attending behavior.	
Have students practice and role play taking turns in conversation.	Plays Puppets Palomares. Magic Circle. (E)
Suggest various situations for students to role play. Tape record voice patterns used in role play; discuss and evaluate.	Audio tape recorder Tape
Have students demonstrate with monologues and dialogues using appropriate volume, pitch, and tone; observe and record.	Behavioral log
Have students practice answering phone following bell stimulus. Demonstrate and have students practice methods of answering phone.	Kit: Telezonia. South Central Bell. (E, M, H)
Discuss and have students practice how to communicate with friends.	
Discuss and give practice in how to gain information and to take messages.	Films Charts
Have students role play use of phone involving answering, making calls, and carrying on conversation.	Kit: Telezonia. (E, M, H)
Demonstrate telephone conversation skills.	

STRAND Manners

LEARNING Common Courtesy

VOCABULARY: courteous, please, thank you, excuse me

OBJECTIVE	TASK ANALYSIS
Is courteous in home setting.	1. Identifies courtesies in daily living.
	2. Demonstrates courtesies in dealing with immediate family.
	3. Demonstrates courtesies in dealing with extended family members.
	4. Exhibits courteous behavior in home settings.
Is courteous in educational/ structured settings.	1. Identifies courteous behavior in given settings.
	2. Exhibits courteous behaviors in structured settings.
Is courteous in varied social settings.	1. Discusses courteous behavior.
	2. Demonstrates courteous behavior in target social settings.
	3. Demonstrates courteous behavior in varied social settings.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Have students practice courtesies in daily living, e.g., provide parent with training and checklist for reinforcing skills at home.	Checklist for parents Log for parent observations
Let students role play situations using terms such as please, thank you, excuse me, yes, sir, and ma'am; entering occupied room quietly; and offering assistance.	**Pictures:** Good Manners Teaching Pictures. (E) **Filmstrips:** Manners Are for You. (E)
Model courteous behavior; reinforce imitation of it.	List of consequences for being courteous and for being discourteous
Role play and video tape; observe and record; provide feedback.	Video tape Behavioral log Evaluation forms
Discuss and provide follow-up self/peer/adult evaluation.	Evaluation forms Behavioral log/chart Reinforcers
Observe and record; reinforce as needed.	

STRAND Reasoning and Judgment

LEARNING Cause and Effect

VOCABULARY: cause and effect, moral, fairy tales, fables, proverbs

OBJECTIVE	TASK ANALYSIS
Makes sound or action to elicit positive responses.	1. Identifies sounds and actions that elicit responses.
	2. Discriminates between positive and negative responses to sounds and actions.
	3. Exhibits behaviors that elicit positive responses.
	4. Makes sound or action to elicit positive responses
Determines possible effect for a given cause.	1. Identifies cause and effect relationships.
	2. Identifies variety of causes that could produce an effect.
	3. Expresses cause and effect relationships.
	4. Determines possible effects for a given cause.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss and list sounds and actions that elicit responses.	Refer to Social Studies Strand on "Cause and Effect."
Produce sounds and actions that elicit responses; record and log those responses.	Palomares. Magic Circle. (E) Kit: Inner Change. (M, H)
Discuss the various effects.	Behavioral log/contracts
Show pictures of various facial expressions. Have student hypothesize what happened to cause that reaction.	Kit: SER Comprehension Instructional Kit, Hoffman, 1976. Cause/Effect. (E) Consequences Cards. (E)
Identify multiple effects that could result from a given situation (cause), e.g., missing the school bus could result in irritation, or fear, or joy.	Schrank. Teaching Human Beings. (T, M, H) Work Sheets: Dealing with Feelings. (E, M)

STRAND Reasoning and Judgment

LEARNING Cause and Effect

VOCABULARY: cause and effect, moral, fairy tales, fables, proverbs

OBJECTIVE	TASK ANALYSIS
Explains meanings of morals, fairy tales, fables, and proverbs.	1. Distinguishes between reality and fantasy.
	2. Defines morals of fairy tales, fables, and proverbs.
	3. Recognizes the meaning of given fairy tales, fables, and proverbs in general and in daily life.
	4. Explains meanings of morals, fairy tales, fables, and proverbs.
Analyzes the effects of emotion on reasoning.	1. Identifies the range of emotions-- a. in a general sense. b. in a personal sense.
	2. Analyzes the effects of emotion on reasoning.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Use SER Kit.	**Kit:** SER. (E)
	Books of fairy tales and fables
Write definitions dictated from students.	Films, filmstrips (Consult school librarian.)
Discuss morals of various fairy tales, fables, and proverbs; summarize meanings.	Charts of definitions
List and describe various types of emotions.	**Films:** Feeling Good, Feeling Happy. (E) I Used to Be Afraid. Different Kinds of Love.
Analyze positive and negative effects of emotions on reasoning; have students give some personal examples.	**Work Sheets:** Dealing with Feelings. (E, M)

STRAND Task Attention and Completion

LEARNING Following Directions

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Starts task at assigned time.	1. Demonstrates knowledge of expected starting time.
	2. Starts task on time as directed.
Follows simple series of directions.	1. Demonstrates ability to sequence.
	2. Demonstrates ability to comprehend given directions.
	3. Demonstrates ability to do the task.
	4. Follows simple series of directions in correct sequence.
Completes task and checks own work.	1. Demonstrates understanding of and ability to complete task.
	2. Checks work correctly-- with teacher assistance. without teacher assistance.
	3. Completes task independently and checks own work.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Establish time/task schedule. Discuss schedule.	Clock, stopwatch, timers, materials for task Holmes, Marvin. Educational Procedures for Exceptional Children Diagnostic-Prescriptive Education. Louisville, KY: University of Louisville. (T, E, M, H)
Measure and record starting/stopping time.	
Instruct students to practice sequencing with a variety of materials: Numerical Pictorial Size, shape, color	Kit: TAD. (E) Sprick. The Solution Book. (E, M) Contracts
Practice following directions; begin with one- or two-step directions; increase steps as appropriate.	Cards: Sequential Picture Cards. DLM. (E) Kit: SER. (E)
Observe and record actions.	Behavioral log/chart
Observe and record actions.	Behavioral log/chart
Assign task, give materials, observe behavior, reward appropriate behavior.	Materials necessary to do the task
Provide for adequate time and materials needed to complete task; provide correct copies of work for comparison.	Clock Stopwatch
Provide self-evaluations.	Palomares. Magic Circle. (E) Kits: Inner Change. (M, H) TAD.

STRAND Task Attention and Completion

LEARNING Use of Time

VOCABULARY: break time

OBJECTIVE	TASK ANALYSIS
Organizes approach for task.	1. Recognizes components involved in completing a given task-- Purpose Materials/equipment Setting Criteria Evaluation.
	2. Lists components involved in completing a given task.
	3. Uses an organized approach for task completion-- a. a simple task b. a complex task.
Remains on task for specified period of time.	1. Identifies task to be completed.
	2. Identifies time limits for task.
	3. Avoids off-task behaviors. a. Starts task on time. b. Works without interruption. c. Completes task within given time frame.
Uses free time profitably.	1. Discriminates between specific on-time task and free time.
	2. Follows established class procedures for use of time.
	3. Uses free time profitably.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Provide instruction on time management skills, sequencing, and responsibility.	Materials required for task Reinforcers Space or setting required for task
Provide a verbal description of a variety of tasks, then have students list the components of each. Provide a variety of tasks in which student must gather and sequence needed materials.	
Discuss nature of task. State time limits. Monitor student behavior; reinforce on task behavior.	Stopwatch, timer Charts Reinforcers
List consequences for not following free time procedures appropriately. List activities appropriate for free time. Provide for a variety of free time interest centers. Discuss ways to use break times when on a job; get a snack, read, talk with co-workers, crochet, others.	Cards: Consequence Cards. Free time interest center Age-appropriate materials

STRAND Leadership

LEARNING Self-Confidence

VOCABULARY: characteristics, authority

OBJECTIVE	TASK ANALYSIS
Adapts readily to new situations.	1. Identifies personal characteristics which have an impact on ability to handle new situations.
	2. Identifies new situations.
	3. Maintains self-control in adapting to new situations.
	4. Adapts readily to new situations-- a. familiar setting. b. unfamiliar setting.
Displays tolerance for characteristics different from own.	1. Identifies general observable characteristics of people.
	2. Recognizes personality characteristics of different people.
	3. Identifies emotional characteristics of people.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
List and discuss personal characteristics: self-confidence, appropriate dress, forehand knowledge of situation.	Simon, Sydney. Meeting Yourself Halfway. Allen, TX: Argus Communications, 1974. (E, M, H)
Role play two students with different levels of self-confidence who enroll in a new school and enter lunchroom for first time.	Eberle, Bob, and Hall, Rosie. Affective Education Guidebook. Buffalo, NY: DOK Pubs., 1975. (T, E, M, H)
List new and varied situations where self-confidence is needed: applying for a job, blind date.	Behavioral log
Have students practice, using role play, performing acceptably in front of others.	Behavioral log
Observe and reinforce students' performance.	**Duplicating Masters:** I've Got Me and I'm Glad. (E, M, H)
	Filmstrip: Exploring My Identity.
Discuss various observable characteristics such as race, sex, size, and others.	
Define and discuss various personality characteristics of people.	**Kit:** DUSO. Kit II. (M) Charts
Discuss emotional characteristics of people, eg., happy, depressed.	**Kit:** Inner Change. (M, H) TAD.
	Palomares. Magic Circle. (E)

STRAND Leadership

LEARNING Self-Confidence

VOCABULARY: characteristics, authority

OBJECTIVE	TASK ANALYSIS
Displays tolerance for characteristics different from own. (Continued)	4. Compares characteristics of people.
	5. Develops an understanding and/or tolerance for different characteristics.
	6. Generalizes tolerance for characteristics different from own.
Accepts authority.	1. Recognizes situations that call for authority.
	2. Identifies authority figures in the school, in the community, and in the nation.
	3. Distinguishes between different types of authority.
	4. Identifies methods for accepting/respecting authority.
	5. Demonstrates respect for authority figures at home and at school.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Describe and compare characteristics of literary or historical characters using: Rating scales Sociograms Self-evaluation Class discussion	Rating scale Sociograms Self-evaluations
Discuss effects of teasing.	
Role play ways of interacting with persons of widely differing personalities and beliefs.	
Utilize activities suggested by the JCPS Multicultural Center.	
Discuss scenarios from daily living.	
Discuss hierarchy of community, and national "authority figures."	Pictures, charts Show and Tell Books
Discuss and list types of authority; note their power base. Help students to distinguish between types observable in daily living.	**Filmstrips:** A World of Our Own Series. (E)
Discuss leadership styles (e.g., delegating, participating, dictating) and evaluate each as promoting respect for authority.	Sprick. The Solution Book. (E)
Observe and record; solicit parent input.	

STRAND Leadership

LEARNING Communication

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Listens attentively to others.	1. Relates feelings when others fail to listen to person speaking. 2. Discusses possible consequences for situations where someone did not listen. 3. Lists active listening skills. 4. Listens attentively to others.
Expresses ideas clearly.	1. Formulates ideas. 2. States ideas in recognizable terms. 3. Identifies variety of methods for expressing ideas. 4. Selects best personal method for clearly expressing ideas.
Makes positive statement about qualities and accomplishments of others.	1. Identifies particular qualities and accomplishments that are worthy of praise. 2. Assesses creative expressions of others.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Conduct individual and/or group conferences relating to conversational rudeness.	Palomares. Magic Circle. (E) Kit: Inner Change. (M, H)
Discuss fire drill, homework assignment.	
Discuss types of actions which aid listening skills: Posture Eye contact Restatements	
Practice active listening skills.	Filmstrips: What Do You Think? (E, M) Two Sides to Every Story. (E, M)
Provide questionnaires, open-ended questions.	Questionnaire
Discuss art, dance, music, narrative speaking, and other methods.	Records, tapes, pictures, speeches, field trips
Give self-inventory to help determine best personal method of expression.	Inventory chart
Make charts of individual and class accomplishments.	Charts
Expose class to variety of creative expressions.	Field trips to ballet, theater, concerts, Galleria

STRAND Leadership

LEARNING Problem Solving

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Recognizes a need for action and responds appropriately.	1. Identifies physical situations that call for action.
	2. Identifies social or emotional situations that call for action.
	3. Recognizes independently a need for action and responds appropriately.
Seeks input from alternative sources.	1. Recognizes that everyone has something to contribute.
	2. Identifies available resources that can help solve problems.
	3. Seeks input from alternative sources.
Negotiates an impasse between others.	1. Demonstrates active listening skills.
	2. Judges input from others impartially.
	3. Formulates possible equitable solutions.
	4. Chooses best solution to resolve the conflict.
	5. Negotiates impasse between others.

KEY: (I) Introduce (R) Reinforce/Review
(#) Assessed by CTBS (M) Master

COURSE Personal/Social Behavior

ACTIVITIES	MATERIALS
Discuss the following in terms of a need for immediate actions: a. Adverse weather conditions b. Strangers in cars c. Fire emergencies d. Accidents	**Game:** Monopoly. (E, M, H) **Cards:** Problem Solving Cards. (E, M, H)
Summarize and display charts of situations and actions; use pictures to illustrate.	
Role play ways to follow rules for emergencies until mastery level is achieved.	
Hypothesize a task; ask students to suggest ways that they can contribute to successful task completion.	Teacher-made tasks
Identify and list resources that could help in solving problems.	List of materials and resource persons from governmental, social, educational, community agencies
Discuss ways to ask for help; have students role play. Provide resources for student use.	Books Media Center Community workers
Teach active listening skills; demonstrate active vs. passive listening.	
Make list of possible inputs; students evaluate. Outline decision-making process.	Wagner, Guy, et al. Listening Games: Building Listening Skills with Instructional Games. Riverside, NJ: MacMillan Publishing Company, 1972. (T, E, M, H)
Use student input to formulate suggestions or methods of carrying out the solutions.	
Role play a conflict resolution by a third party; e.g., role play a father whose son and daughter both want to borrow the family car on the same evening.	

RESOURCES

Assessments

Glover, M. Elayne. Early Learning Accomplishments Profile (E-Lap). Winston-Salem, NC: Kaplan Press, 1978.

Sanford, Anne. Learning Accomplishment Profile (Lap). Winston-Salem, NC: Kaplan Press, 1974.

Books

Eberle, Bob, and Hall, Rosie. Affective Education Guidebook: Classroom Activities in the Realm of Feelings. Buffalo, NY: DOK Pub., 1975.

ECE Skills Continuum K-12. Louisville, KY: Jefferson County Public Schools. 1983.

Holmes, Marvin. Educational Procedures for Exceptional Children: Diagnostic-Prescriptive Education. Louisville, KY: University of Louisville, n.d (Available from U. of L. bookstore)

Hooker; Almut; and Dennis. Me and Others. New York: Educational Design, n.d.

Palomares, Uvaldo. The Magic Circle: Human Development Program. Spring Valley, CA: Palomares and Associates, 1972.

Schrank, Jeffery. Teaching Hunan Beings: 101 Subversive Activities for the Classroom. Boston: Beacon Press, 1972.

Schwarzrock, Shirley. The Coping with Series. Circle Pines, MN. American Guidance Service, 1984.

Simon, Sidney. Meeting Yourself Halfway. Allen, TX: Argus Communications, 1974.

_____. Helping Your Child Learn Right from Wrong: A Guide to Values Clarification. New York: McGraw Hill, 1977.

_____. Values Clarification. Reading, MA: Addison-Wesley, 1978.

Sprick, Randall. The Solution Book. Palo Alto, CA: SRA, 1981.

Wagner, Guy, et al. Listening Games: Building Listening Skills with Instructional Games. Riverside, NJ: MacMillan Publishing Co., 1972.

Films

The following films are available from Jefferson County Public Schools Audiovisual Center.

Different Kinds of Love. (02514) Encyclopedia Britannica, 1972. 4 min. Color.

Feeling Good, Feeling Happy. (02512) Encyclopedia Britannica, 1972. 4 min. Color.

Good Eating Habits. (01450) Coronet Films, 1973. 10 min. Color.

I Used to Be Afraid. (02513) Encyclopedia Britannica, 1972. 4 min. Color.

Filmstrips

Belonging to a Group. Guidance Association, 1973. 2 color filmstrips with cassettes.

Being Friends. Learning Tree, n.d. 4 color filmstrips with cassettes.
Contents: Friendships.
New Friends.
Good Friends.
Friends Everywhere.

Exploring My Identity. Scholastic Inc., n.d. 4 filmstrips with cassettes.
Contents: Learning Yourself 1.
Learning Yourself 2.
Feeling Your Feelings.
Things You Like, Things You Don't Like.

Healthy Feelings. Random House. Educational Enrichment Materials, 1976. 4 color filmstrips with cassettes. Teacher's guide.
Contents: Feelings--Ours and Others.
Feelings are Made.
Feeling Good.
Feelings--What We Do.

Like You, Like Me. Encyclopedia Britannica, 1979. 10 color filmstrips with cassettes.
Contents: Let's Talk It Over.
Let's Be Friends.
Let Me Try.
Doing Things Together.
Everyone Needs Some Help.
See What I Feel.
When I Grow Up.
Why Me?
It's Up To Me.
I Can Do It.

Making and Keeping Friends. SVE, n.d. 2 color filmstrips with cassettes.
Contents: Real Friends.
Pete and Jose's Project.

Manners Are for You Series. Universal Education and Visual Arts, 1970.
6 color filmstrips with cassettes.
Contents: What Are Manners All About?
Manners Begin at Home.
Good Manners in School and at Play.
Good Table Manners Anywhere.
Taking Our Manners Out in Public Places.
Manners on the Move: Traveling and Visiting.

Rules at School--And Other Places. Listen and Learn Company, n.d. 4 color filmstrips with cassettes and poster. Teacher's guide.
Contents: Rules.
School.
Visiting.
Outings.

Self Discovery. SVE, n.d. 2 color filmstrips with cassettes.
Contents: Learning to Be Yourself.
Belonging to a Group.

Succeeding in a Group. SVE, n.d. 2 color filmstrips with cassettes.
Contents: Lisa for President.
A Sporting Chance.

Two Sides to Every Story Series. Imperial Educational Resources, 1970.
4 color filmstrips with captions.
Contents: Is Anyone to Blame?
Have You Felt Hurt?
A Place in the Family.
Have You Wanted to Be Alone?

Understanding Your Feelings. Edmark, n.d. 4 color filmstrips with cassettes.
Contents: What Is an Emotion?
Emotions and Their Many Faces.
Everyone's Felt Like That.
Living with Emotions.

Values--Right or Wrong Series. Encyclopedia Britannica Educational Corp., 1977. 6 color sound filmstrips.
Contents: Why Rules?
What Is Responsibility?
What Is Honesty?
Why Play Fair?
What Is Yours, What Is Mine?
What Is Appreciating Others?

What Do You Think Series. Imperial Educational Resources, 1969. 6 color filmstrips with captions.
Contents: What Do You Think About Finders Keepers?
What Do You Think About Tattling?
What Do You Think About Lying?
What Do You Think About Promises?
What Do You Think About Helping Your Family?
What Do You Think About Helping Your Community?

World of Our Own Series. SVE, 1976. 5 color filmstrips with cassettes.
Contents: Planning for the Future.
Community Resources.
Community Services.
People Need Other People.
Food, Clothing, Shelter, and Space.

Games

Monopoly. Parker Brothers.

Kits

Developing Understanding of Self and Others (DUSO). Kits I and II. Circle Pines, MN: American Guidance Service, Inc., 1982. Contains puppets, cassettes, story books, discussion cards, teacher's guide.

Effective Communication. Argus Communications, n.d. Contains two cassette tapes and duplicating masters.

Inner Change: A Journey Into Self-Learning Through Group Interaction. Palomares and Associates, 1977. Contains 44 instructional units (each containing eight activity cards, forty experience sheets, and experience book) and teacher's guide.

Lollipop Dragon Adventures in Self-Awareness Module: The Me I Can Be. Chicago: Society for Visual Education, 1976. Contains six color filmstrips with cassette, activity cards, poster, crayons, two teacher's manuals.

Making Sense of Our Lives. Argus Communications, 36 units each containing one poster, one work sheet, teacher's guide.

Peabody Language Development Kit. Circle Pines, MN: American Guidance Service, Inc., 1982. Contains puppets, shapes, manikin cards, poster, lesson manual, teacher's guide.

(SER) Comprehension Instructional Kit. Hoffman, 1976. Contains student lesson sheets, activity books, test material, and teacher's guide.

Toward Affective Development (TAD). Circle Pines, MN: American Guidance Service, Inc., 1974. Contains one color filmstrip, cassette, 40 feeling wheels, pictures, duplicating material, career folder, colored chips, manual.

Pictures, Cards

Consequence Cards. Argus Communications.

Good Manners Teaching Pictures. Marvel Education Company.

Moods and Emotions. Marvel Education Company (formerly by David C. Cook Pub. Co.)

Points of View Cards. Argus Communications.

Problem Solving Cards. Modern Education Corp.

Sensitivity Cards. Argus Communications.

Sequential Picture Cards. Developmental Learning Materials.

Puzzles

Body Image Puzzle. Ideal School Supply.

Workbooks

Got to Be Me. DLM.

This Is Me. DLM.

Work Sheets and Duplicating Masters

Dealing With Feelings. Learning Works.

Farnette, Forte, and Harris. I've Got Me and I'm Glad. The Kids and Careers Series. Kids Stuff.

Other Resources

Kids on the Block. Puppet program, scheduled through JCPS Inservice Office.

New Friend's Dolls. Puppets, patterns available through Autistic Program, Field Elementary.

Sensory Stimulation Kit. Twenty-five items to stimulate all five sensory modalities, activity cards and teacher's guide, available through American Printing House for the Blind.

Telezonia Kit. South Central Bell. Telephones, control unit, duplicating masters, filmstrips, cassettes, teacher's guide, available through regional ECE media centers.

CITIZEN'S REQUEST FOR REVIEW AND REEVALUATION OF INSTRUCTIONAL MATERIALS

The Jefferson County Board of Education endeavors to meet the needs of all its students by providing on all levels a wide range of instructional materials having diversity of appeal and different points of view. With respect to instructional materials, the Board supports the principles of intellectual freedom inherent in the First Amendment to the *Constitution of the United States* and in the *Library Bill of Rights and the Students' Right to Read* of the National Council of the Teachers of English.

The Board also recognizes that, despite the quality of instructional materials or the credibility of the process used for selecting instructional materials, occasional objections will arise. Therefore, in order to facilitate the resolution of any concerns related to instructional materials, the Board provides the following procedure for review and reevaluation.

Level I—Initial Concern

1. A person having a complaint related to instructional materials states the complaint to a local school principal or unit head or a designee.

2. The school official to whom the complaint is stated schedules a conference with the complainant to discuss the instructional materials.

3. The complainant and the school official discuss the instructional materials during the scheduled conference.

4. Within five (5) business days following the conference, the school official provides the complainant a written decision concerning the complaint.

Level II—Written Request for Review and Reevaluation

1. If a complainant is not satisfied with the school official's decision at Level I, the school official will assist the complainant in filing, with the Superintendent, a written request for review and reevaluation of the instructional materials.

2. The Superintendent accepts the written request for review and reevaluation of instructional materials with the purpose of rendering a decision concerning the complaint. (When appropriate, the Superintendent forwards the request to the Reconsideration Committee.)

3. When requested by the Superintendent, the Reconsideration Committee meets for purpose of formulating a recommendation to the Superintendent concerning the instructional materials.

4. Within twenty-five (25) business days of receiving the written request for review and reevaluation of the instructional materials, the Superintendent notifies, in writing, the complainant concerning disposition of the complaint.

Level III—Appeal

1. In the event the complainant is not satisfied with the Superintendent's decision regarding the instructional materials, the complainant may file with the Jefferson County Board of Education written request for the review of the complaint.

2. Within forty-five (45) business days of receiving the request the Board will notify the complainant of its decision.

Note: The Board considers appeals requesting the view of decisions related to the use of instructional materials to be serious matters. Therefore, person requesting such reviews are advised to present carefully documented, factual information substantiating their claims.

Only upon recommendation of the Superintendent shall access to challenged instructional materials be restricted during the reconsideration process.

REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

School _____

Please check type of material:

( ) Book	( ) Film	( ) Record
( ) Periodical	( ) Filmstrip	( ) Kit
( ) Pamphlet	( ) Cassette	( ) Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence, et cetera.)

_____

_____

_____

_____

_____

2. What do you believe is the theme or purpose of this material?

_____

_____

_____

_____

_____

_____

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

Signature of Complainant

Date

Please return completed form to the school principal.

9/82